

## KENTUCKY P-16 COLLABORATION: A REVIEW AFTER SIX YEARS

### 1. Teacher Preparation and Professional Development—From Early Childcare Through Grade 12

- **Annual Teacher Quality Summits**

The Council on Postsecondary Education and the Council of Chief Academic Officers sponsored five statewide summits (two at Eastern Kentucky University, two at Centre College, and one at Western Kentucky University) convening the chief academic officers and the deans and faculty of arts and sciences and education from Kentucky's public and independent institutions to develop statewide and institutional plans for improving teacher education. The Kentucky Department of Education and the Education Professional Standards Board have been active participants in these annual summits.

- **2+2 Teacher Education Agreements**

The Kentucky Community and Technical College System, all of Kentucky's public postsecondary institutions, and several independent institutions developed a statewide agreement identifying at least 60 hours of transferable credit from the KCTCS applied associate degree program toward teacher preparation baccalaureate programs. The 2+2 program is designed to increase teacher recruitment, expand access to teacher preparation opportunities statewide, promote college-level options in high school, maximize credit transfer between two- and four-year institutions, and raise the number and level of preparation of classroom assistants. The 2+2 Steering Committee is addressing a similar statewide agreement for early childcare and education providers.

- **KyEducators.org**

The EPSB contracted with the Kentucky Virtual University to create a portal that provides over 100 courses targeted to the needs of Kentucky's pre-service and in-service teachers, interns, aids, and principals. Since this portal connects the information systems of the KDE and the KYVU, professional

development credits immediately apply to certification files.

- **State Action for Educational Leadership Project**

Kentucky was one of 15 states awarded a Wallace Reader's Digest grant to create a coordinated program for educational leadership. In Phase I of the project, the KDE established 10 demonstration sites in local school districts across the state to develop the instructional leadership potential of principals. Kentucky received continuation funding from the Wallace Foundation through a partnership of the KDE, the CPE, and the EPSB to develop and strengthen educational leadership programs. Phase II is organized around three breakthrough ideas:

- ***Aspiring to Retiring.*** In 2005-06, work will focus on university redesign, leader assessment, and induction support for principals. A work team comprising representatives from 11 university leadership preparation programs identified these priorities in 2004-05, agreeing that having common core initiatives will lead to quality improvement and help create conditions for sustainable change.

- ***Distributed Leadership.*** To make sustainable changes in school culture, six districts from the original 10 were selected to focus on the common elements of their programs and to determine essential factors affecting the impact of teacher leadership on student learning.

- ***Kentucky Policy Forum.*** Kentucky established an unprecedented model for influencing change by creating the Kentucky Policy Forum, which convened in February 2005. The policy forum influenced removing statutory language that prohibited reinstating a statewide principal induction program. In the upcoming year, the forum will focus on leadership in low-performing schools.

- **Title II Teacher Quality Enhancement Grant**

In 2003, the EPSB began funding, through a partnership with the Association of Independent Kentucky Colleges and

Universities, annual curriculum review and revision projects at most of Kentucky's public, and many of its independent, colleges and universities. Education and arts and sciences faculty analyze K-12 pre-service courses and programs to ensure alignment with the Core Content for Assessment, the Program of Studies, and specialized association standards. Most of the alignment analyses and revisions are complete and, in 2005-06 several institutions will begin postsecondary and K-12 collaboration to improve area high school coursework, using teacher work samples and feedback from recent high school graduates.

## **2. Alignment of P-12 and Postsecondary Curriculum and Competency Standards Between High School and College**

### **• Implementation of Recommendations of Literacy and Mathematics Alignment Teams**

The P-16 Council endorsed recommendations made in March 2001 by statewide teams of P-12 teachers and postsecondary faculty, with input from employers, labor leaders, and parents, to reduce the need for postsecondary remediation. The recommendations were approved by the CPE and accepted by the KBE and the EPSB.

### **• White Paper on a Single, Rigorous Curriculum for All High School Students**

The staffs of the P-16 Council partner agencies developed, at the request of the commissioner, a white paper outlining the policy issues involved in adopting a single, rigorous default high school curriculum that would prepare all students for postsecondary education and the skilled workplace. The P-16 Council endorsed the white paper's recommendation of such a curriculum at its March 2001 meeting, and the CPE approved it in May 2001.

### **• American Diploma Project**

Kentucky was one of five states selected to pilot the ADP, a national effort to make the high school diploma and secondary assessments more meaningful for college admissions, college placement, and the

skilled workplace. In February 2004, the ADP released benchmarks of college- and workplace-readiness in mathematics and English, with work-place tasks and postsecondary assignments illustrating these benchmarks.

### **• Statewide Placement Policy**

In November 2004, the CPE approved a statewide public postsecondary placement policy based on these nationally researched standards of college readiness. Kentucky Adult Education is revising the state's adult education curriculum accordingly to prepare adult learners for postsecondary education and skilled employment. Local councils are using the ADP benchmarks to focus alignment discussions among high school teachers and college faculty, and the Northern Kentucky Council of Partners is convening high school English and mathematics teachers and postsecondary faculty to develop instructional materials to help teachers meet postsecondary and workplace expectations as well as state accountability standards.

### **• Kentucky Early Mathematics Testing Program**

The KEMTP, administered by Northern Kentucky University with online capacity through the University of Kentucky, provides diagnostic assessments to students in grades 10 and 11 on their likely readiness for college-level mathematics. In 2004-05, 8,344 students from 66 high schools in 37 counties participated. Program directors are working with statewide programs such as GEAR UP Kentucky to expand its use in low-income schools. The program is nationally recognized and other states are using its test structure, content, and online features as models.

### **• Kentucky State Scholars Initiative**

The Kentucky State Scholars Initiative is based on a model used in 14 other states and on research correlating coursework with success after high school. Managed by the Partnership for Kentucky Schools, the initiative helps middle and high school students chart a course of study that will help

them succeed in college and the skilled workplace. Business and community leaders, who are likely future employers of State Scholars, bring this message directly into the schools.

- **Distance Learning**

The Kentucky Virtual High School offers students greater access to challenging courses in shortage areas and in all areas of the pre-college curriculum (for example, world languages, higher mathematics, rigorous electives, capstone career and technical courses) and Advanced Placement. The KVHS also provides developmentally appropriate academic enrichment services to students needing additional or alternative instruction with special focus on middle-to-high school transition. The KVHS received two planning grants to begin an online international studies magnet program, with phase one including the development of a course in Mandarin Chinese. The KVHS partners with the KYVU and the Kentucky Virtual Library to provide high-quality online learning to students in Title I Improvement Schools through the No Child Left Behind Supplemental Services program.

- **Dual Enrollment Study**

The CPE is conducting a study of high school-college dual enrollment patterns as a basis for developing a consistent, statewide dual enrollment policy and funding model. The study documents the number and type of college courses taken by high school students and the effect that college course-taking while in high school has on subsequent postsecondary enrollment and success. The number of high school students dually enrolled in postsecondary coursework has increased dramatically for three years, from 3,693 in fall 2000, to 6,321 in 2001, to 11,244 in 2002, and to 14,396 in 2003, dipping slightly to 14,352 in 2004.

- **The Bridge Partnerships**

The KCTCS and the KDE are assembling school district and community college teams to provide college credit courses and diagnostic opportunities as early as grade 10. The project is designed to enhance the high

school learning experience and increase the number of students, especially minorities, enrolling and succeeding in college. All 16 KCTCS colleges have developed a Bridge Partnership with one or more local high schools. Most have incorporated the college calibrated ACT EPAS diagnostic assessments for middle and high school students into their plans, and one college has included WorkKeys testing.

### **3. Increasing College-going Rate and Success of Kentucky's Students**

- **Implementation of Statewide GEAR UP Grant**

GEAR UP Kentucky (Gaining Early Awareness and Readiness for Undergraduate Programs) is a \$20 million federal initiative to encourage students as early as middle school to stay in school, study hard, and take a pre-college curriculum. GEAR UP schools provide academic enrichment, mentoring, counseling, scholarships, and other activities that improve performance and promote college going. The GEAR UP Kentucky infrastructure comprises 29 postsecondary institutions and 50 middle and high schools statewide. In 2004-05, GEAR UP served 18,000 students in grades 7-11. The first grant concludes in fall 2005. Kentucky has been awarded a second six-year GEAR UP grant.

- **Public Communication Campaign**

The CPE conducted a public communication campaign from 2000-04 to provide Kentuckians with practical information about education and training opportunities and to motivate individuals to pursue secondary and postsecondary credentials. The \$5 million effort supported statewide broadcast and print media as well as grassroots efforts to increase enrollment in adult and postsecondary education. The Southern Regional Education Board asked Kentucky to help lead a regional initiative to stimulate similar college promotion campaigns. In 2004, the CPE began a partnership with the Louisville *Courier-Journal* to promote college going, GEAR UP Kentucky, and the Go Higher Web portal.

- **Go Higher Web Portal**

KHEAA oversees the Go Higher Web portal, launched in June 2004. The Web portal is a comprehensive Web site that helps Kentuckians plan, apply for, and finance college. The site provides information, resources, and interactive tools to guide traditional and non-traditional students through the college planning process. Users can log on to [www.gohigherky.org](http://www.gohigherky.org) to complete career assessments, take virtual campus tours, submit financial aid forms, and apply for undergraduate admission.

#### **4. Improved Data Systems**

- **EPSB Data Improvement**

The EPSB has incorporated educator data from the KDE and the Office of Technology to develop an array of Web-based applications to improve educator quality. Among them are:

- LEAD (Local Educator Assignment Data) helps schools ensure that educators are teaching in their areas of certification.
- KECI (Kentucky Educator Certification Inquiry) allows anyone with Web access to check the credentials of any teacher or administrator.
- IMS (Intern Management System) enables schools to record electronically new teacher progress through KTIP (Kentucky Teacher Internship Program).

- HQ (Highly Qualified) Calculator allows teachers and administrators to determine who meets NCLB's Highly Qualified Teacher definitions.

- **Education Trust Data Project**

In 2003-04, Kentucky joined five other states selected and funded to participate in the Education Trust K-16 Data Flow Project. The staffs from the CPE, the KDE, the EPSB, Morehead State University, and the school districts of Elliott, Morgan, and Pike counties contributed and analyzed data linking information on high school course-taking patterns, postsecondary performance, and the effectiveness of teacher preparation programs.

#### **5. Local P-16 Councils**

- Kentucky now has 17 local or regional P-16 councils linking all levels of education with workforce and economic development needs. Kentucky's success in creating this statewide infrastructure of local councils, comprising representatives from education, business, and labor, and other civic leadership, has been nationally recognized. The Local/Regional P-16 Council Network meets quarterly, prior to state P-16 Council meetings, and is represented on the state Council. The CPE continues to provide seed funding and new project support.